

Data Inventory

LEA: Addison Northwest School District

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Background

Per requirements in Every Student Succeeds Act and federal uniform grants guidance, LEAs must assess local needs in direct support of Consolidated Federal Program (CFP) investments and school improvement plans (2 CFR § 200.403; ESEA 1114(b)(6); ESEA 2102(b)(2); ESEA 4106(c)(d)). The Data Inventory was designed to support LEAs in meeting these federal requirements in a single document, as well as to support LEAs and schools in developing cohesive and effective strategies for federal fund use.

When completing the Data Inventory, LEAs will:

1. Consider the LEA's student outcomes data and specific data points/measures.
2. Identify LEA needs to inform CFP investment decisions.
3. Outline school specific data, identify related school needs to inform school plans and investments.

Part 1: Consider Student Outcomes Data

Instructions: LEAs should begin the process of determining needs by considering strengths, weaknesses, trends, and disparities revealed in student academic achievement data and student social, emotional, and physical well-being data. Outcomes data representing historically marginalized student groups, including students from low-income families, students who are English learners, students who are homeless and students with disabilities, should be considered.

- See Appendix A for possible sources of data.



Part 2: Identify Needs in Support of CFP Fund Use

Instructions: Beginning with the student outcomes considered in Part 1, identify the LEA's specific needs under the intents of Title IA, Title IIA, Title IIIA and Title IVA.

- Extensive analysis and raw data need not be included in narratives, but summative findings from specific measures should be described. Narratives that reference specific measures and results are more likely to support the approval of CFP investments.

Needs of Students Most Academically At-Risk

Instructions: For the LEA, please complete the below chart to indicate the comprehensive LEA data measures that were used to determine LEA needs in support of LEA level investment strategies. LEAs may report on the suggested content areas below or include others of importance. **Please note, school specific data should be included below in section 3 of the data inventory.*

Subject	Measure/Data points	Summarized needs
Literacy	<i>ELA VTCAP scores remain relatively flat with between 39% and 56% of students proficient within a grade level. Some of the individual cohorts made gains in percentage reaching proficient while others declined.</i> <i>Gaps persist between students considered historically marginalized and their historically privileged peers.</i>	<i>More consistent and robust training on literacy instruction, including focus on layered instruction and intervention.</i> <i>Increased collaborative time for planning/MTSS</i> <i>More training on culturally responsive teaching and learning, UDL and personalization.</i>
Math	<i>Math VTCAP scores also remain relatively flat with between 29% and 59% demonstrating proficiency. In math, half of the cohorts dropped in terms of the</i>	<i>More consistent and robust training on math programs - instruction, including</i>

Subject	Measure/Data points	Summarized needs
	<i>percentage reaching proficiency while the others made slight to moderate gains.</i> <i>Gaps persist between students considered historically marginalized and their historically privileged peers.</i>	<i>focus on math best practices and intervention.</i> <i>Increased collaborative time for planning/MTSS</i> <i>More training on culturally responsive teaching, UDL, and personalization.</i>
Science	<i>Science VTCAP shows between 45% and 53% proficient.</i> <i>Gaps persist between students considered historically marginalized and their historically privileged peers.</i>	<i>Increased collaborative time for planning/MTSS</i> <i>More training on culturally responsive teaching, UDL, and personalization.</i>
Attendance & Engagement	<i>Attendance rates have remained relatively flat with about 93% average daily attendance rates across the district. Attendance rates for HM students are lower than their historically privileged peers.</i> <i>Engagement as measured by the panorama survey shows lower engagement in grades 6-12 with only 23% reporting favorable responses. It is slightly higher in grades 3-5 with 46% reporting favorable responses.</i>	<i>Improvement in community engagement, relevant pedagogy.</i> <i>Improved implementation of UDL practices.</i> <i>Expand PLPs, flexible pathways, and other relevant opportunities for student agency through increased focus on Portrait of Graduate and transferable skills.</i> <i>Improve home-school connections, especially for HM students/families.</i>
College and career readiness	<i>69.8% of the class of 2024 seniors plan to attend school in the fall. 83% of seniors agreed or strongly agreed that high school prepared them to continue their education.</i>	<i>Increase flexible pathways offerings. Grow partnerships with neighboring high schools to provide class choice to make up for lack of offerings.</i>

Subject	Measure/Data points	Summarized needs
Graduation rate	<i>Graduation rate has remained fairly stable for the past 5 years, ranging between 93% and 100%. 2025 graduation rate was 98%.</i>	<i>Need to continue to support proficiency recovery and expand flexible pathways.</i>
Other focus areas:	<i>Who are the students in our community that are currently being least well-served by our education system? How can we ensure strong outcomes for all children?</i> <i>Our district focus is on establishing a culture of "doing with" in order to</i> <i>• increase engagement and belonging for all students</i> <i>• elevate partnerships within and across stakeholders including youth (especially those least-well served), adults, and community partners</i> <i>• realizing our portrait of a graduate - ensuring the ANSWD experience produces outcomes that embody the attributes of our portrait.</i>	<i>We have a team of students, teachers, administrators, and community members working to solve these questions. That work started this May and will continue through the summer and into the next school year. This work will position us for applications to other grant funds that could support solutions.</i>

Early Childhood Education Needs:

Consider the needs of early learners entering your LEA: Key Questions:

- What support is needed for preschool and early learning programs (public and private) in your community?
- Are there effective early learning programs that you may want to expand?
- What skills are children excelling at or lacking when entering kindergarten?
- How do you plan, and work with early learning and community leaders in your area?
- What resources/supports are needed to support early childhood education and the transition to elementary programming?

During the FY25 and FY26 reporting periods (September 22 – June 1), a comparative analysis of Kindergarten behavior data demonstrated a significant reduction in both minor and major incidents.

- **FY25 Behavior Profile:** A total of 570 minor and 79 major events were recorded. Interventions primarily relied on parent conferences. Incidents peaked sharply in September (184 events) before establishing a downward trend, ending with 36 events in May. February and April registered the lowest incident counts.
- **FY26 Behavior Profile:** Total incidents decreased sharply to 164 minor and 4 major events, with parent conferences remaining the primary response to these behaviors. Monthly frequency stabilized across the year, ranging narrowly between 13 and 29 events per month, with December and May marking the lowest operational baselines.

To align with our district goals, we rely on a coordinated approach toward skill alignment and transition support across both public preschool classrooms and community-based private preschool providers. While our district's incoming students often demonstrate readiness in basic academic exposure, they increasingly demonstrate critical deficits in executive functioning and social-emotional regulation, which directly drove the high behavior incident rates documented early in FY25. To proactively mitigate these challenges before students enter our elementary buildings, our Addison County Unified Pre-K Coordinator collaborates directly with local preschool partner programs to optimize curriculum alignment and ensure unified transition student portfolios are shared each year.

Parent and Family Engagement Needs

LEAs with an allocation that exceeds \$500,000 must reserve at least 1% of their allocation for parent and family engagement. Of that 1%, at least 90% (or 0.009 x Title IA allocation) must be reserved for school level parent and family engagement activities. Those school PFE funds must then be distributed to high-needs schools.

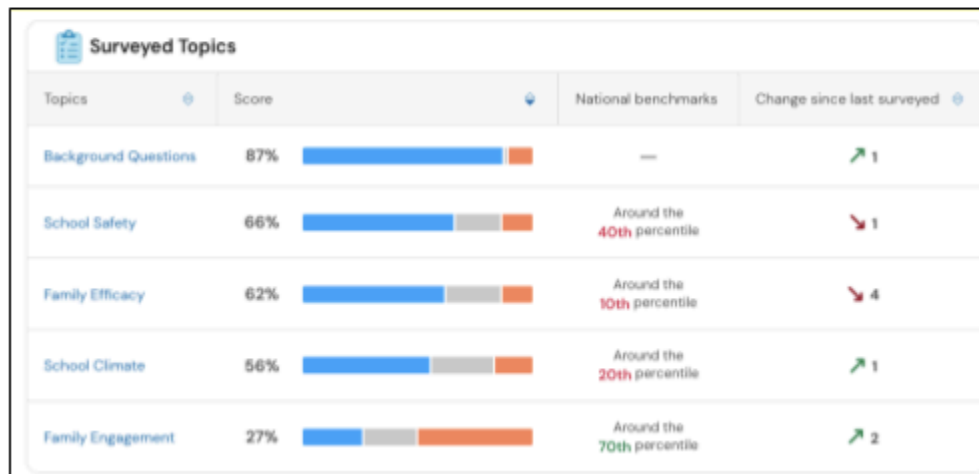
Required question: Which Title I schools will invest school-level PFE funds? Why have these specific schools been determined to have high needs and how is their PFE allocation determined?

All of our PFE efforts will be support through LEA wide PFE funding.

Key Question: What do parents and families need to become more informed, involved partners in support of student success? Include the data sources used and define specific needs that will be addressed by the proposed activities/investments.

- Although we continue to struggle to draw large numbers of families to our PFE activities, families that did attend reported a desire for increasing flexible pathways for learning.

Key takeaways from annual parent survey:



- Only 56% of family respondents gave favorable responses on school climate..
- Only 27% of family respondents gave favorable responses on family engagement.

This data suggests a need to continue to find creative ways of increasing family engagement. We will continue to use the PFE toolkit to explore ways of getting more engagement from a more broad representation of community members. This should lead to increases in perceptions of efficacy, climate, and family engagement.

Needs of Students Experiencing Homelessness

Please provide the following data points regarding students experiencing homelessness in the LEA:

Number of McKinney-Vento eligible students enrolled _10__

Proposed total amount of Title IA Homeless Reservation _\$2750__

Proposed per pupil amount _\$275__ (total amount of Title IA Homeless Reservation divided by total current number of McKinney-Vento eligible students enrolled)

Please describe the needs of students experiencing homelessness in the LEA. These should be data-supported and may include academic, social-emotional, or other educationally related needs of students. The LEA should consider data including, but not limited to: prior year amount of Title IA Homeless Reservation spent, activities implemented, academic data such as graduation rates, academic proficiency, chronic absenteeism rates, behavior and/or discipline data, etc.:

Summary of needs:

- *Transportation to school and school-based activities*
- *Essential clothing for safe access to place-based/outdoor-based school activities*

In our district, we are committed to supporting our 10 homeless students (down from 17 in the previous year) by addressing their immediate and ongoing needs. We provide funding for transportation, including covering the costs of transporting students who live outside of our LEA, ensuring they can attend regularly despite their housing situation. Additionally, we allocate approximately \$275 per student to cover extraordinary expenses that facilitate access to education, such as warm clothing or other essentials. Importantly, about 90% of our students experiencing homelessness reside within the LEA, which underscores our dedication to meeting their needs within our community. These efforts are part of our broader commitment to removing barriers to education and ensuring that every student has the resources necessary to succeed. Students experiencing homelessness who are also identified with disabilities are supported with IDEA B grant funds when appropriate, ensuring they receive the specialized services they need to thrive.

What other funding or resources within the LEA or community will be used to support the identification, enrollment, and academic success of students experiencing homelessness? Please check the funding source that applies and briefly describe activities:

- ☐ McKinney-Vento Subgrant _____
- x Community Schools Grant funding _state afterschool grant_____
- ☐ Act 112 Mental Health and Well-Being Service to Youth Grant _____
- ☐ Stronger Connections Grant _____
- x Other local funds __PFE, communication (website, newsletters, etc), _____
- ☐ Other local community resources _____

Needs of English Learners*

Instructions: This section must be completed if the LEA has any identified ELs and the LEA is utilizing any Title funds to support their needs.

Number of English Learners in your LEA: ____20____

of FTE of EL specialist/s serving these students: ____0.8____

Key Question: What data points were used to determine the needs of English Learners that are being met by the investments included in this application? Please summarize the data used to determine the needs of the learners and provide a general outline of activities that would promote English Learner and family success.

In our district, we are dedicated to providing comprehensive support for our English Learner (EL) students, from PreK through 12th grade. We offer targeted services based on each student's individual needs, which may include small group or one-on-one instruction to help students develop proficiency in both English language skills and academic content. These services are tailored to ensure that every EL student has the support they need to succeed academically. WIDA assessments, academic and SEL screeners, and local classroom assessments provide us with the information necessary to determine student needs.

Recognizing the importance of family engagement, we provide interpreters for parents through an external service, ensuring clear communication and fostering a strong partnership between home and school. In addition to language support, we offer special education services when appropriate, ensuring that EL students who have disabilities receive the necessary accommodations and specialized instruction under IDEA guidelines.

Our English Learner students are integrated into their schools, participating in general education classrooms, learning with content specialists. This inclusive approach allows them to engage with their peers, experience education, and develop both language and social skills in a diverse learning environment.

Well-Rounded Education Needs

Key Question: Based on our data, what are the LEA's needs around increasing access to well-rounded educational opportunities beyond core offerings? When reviewing the data, consider:

- Academic proficiency (literacy, math, science, social studies, etc.)
- Access and enrollment/participation for other courses and offerings (world languages, technology, CTE, visual arts, performing arts, health and physical education, etc.)
- Access and usage of educational supports (library services, college and career counseling, etc.)
- Access and participation in advanced student coursework (AP, dual credit classes, etc.)

Based on our data, what strengths or weaknesses stand out in the area of Well Rounded Education? Of the subject areas that have proficiency data, which ones are doing well, and which ones need support to improve proficiency? Which subject areas appear to have limited access or enrollment?

- *Our low engagement numbers (44% favorable in elementary and 22% favorable in middle/high school) suggest opportunities for growth in this area. Flexible pathways are limited to virtual learning, community-based learning, and career center options. AP offerings continue to dwindle due to declining enrollment. The VSAC survey indicates that 17% of class of 2024 seniors didn't feel like high school provided them with a good education. Both elementary schools have implemented place-based and outdoor-based options as a regular part of their school year and early feedback is positive with students and families reporting appreciation for these opportunities.*
- *Need to continue to expand community and place-based opportunities including direct outreach to community partners.*
- *Need to utilize open teacher blocks so they can directly support flexible pathways options.*
- *Need to partner with other neighboring high schools to offer class choice where students can access courses we cannot offer.*

Safe and Healthy Student Needs

Key Question: Based on our data, what do our students need to support their social, emotional and physical well-being and to improve conditions for learning? When reviewing the data, consider:

- School engagement (chronic absenteeism, dropout rate, etc.)
- School discipline (out-of-school suspensions, in-school suspensions, law enforcement referrals, expulsions, etc.)
- School climate and safety (school climate surveys, physical fights, bullying, etc.)
- Access to school-based service providers (school nurses, counselors/psychologists/school social workers, and other personnel to coordinate services)

Looking at the data collected, what strengths and weaknesses stand out in the area of Safe and Healthy Students? What factors may be affecting or driving needs in the area of Safe and Healthy Students?

- *Students report favorable (88% elementary and 88% middle/high school) on having supportive relationships. School safety is also relatively high with 67% favorable in the elementary schools and 64% favorable in the middle/high school. Sense of belonging in an area for growth as 52% of elementary students and 44% of middle/high school students report favorably.*
- *Need to continue community events focused on belonging in schools, including pursuit of separate grant to increase flexible pathways.*
- *Need to continue to support responsible use of technology and healthy alternatives to social media to help students limit inappropriate use of technology, especially during school hours. Cell phone bans have helped this but more work needed on the impact of AI in education.*

Effective Use of Technology Needs

Key Questions: Based on our data, what training and resources do staff need to effectively incorporate technology into instruction and to increase the digital literacy of students? When reviewing the data, consider:

- Support Offered to Use Technology (training, PD, etc.)
- Technology Use (online courses, blended learning, computer-based assessments, etc.)
- Access to Technology (infrastructure)

Looking at the data collected, what strengths and weaknesses stand out in the area of Effective Use of Technology? In which areas do schools seem to be lacking access to technology and support to implement technology well? Are teachers and staff well-supported in their use of technology? Do the trainings offered align to the technology currently available in the schools (and vice versa)?

- *Effective use of technology remains an area of need in our schools. We only have one part-time technology integrationist to cover our 4 schools.*
- *The use of AI is a specific area of growth as 24% say they don't use it at all and 28% use it rarely. Only 47% say they are confident in using AI tools for professional tasks. Many teachers cite data security and privacy as well as ethical issues with AI as the source of their reluctance to using AI.*
- *Need to provide PD to teachers on effective and ethical use of AI in education.*

Professional Development Needs

Key Question: Based on our data, what professional development do staff members need to support them in improving student outcomes?

While 67% of teachers feel they are equipped to meet the needs of diverse learners, 63% respond favorably to their own efficacy in teaching.

Staff surveys show that there is room for growth in the areas of professional learning. 48% of teachers responded favorably to professional learning. Most (73%) feel colleagues are supportive of their teaching while only 43% feel that PD opportunities are relevant to the content they teach.

Need to refine PD options and align teacher leadership structure and PLGs so as to support needs-based professional learning.

Need to expand options for peer-to-peer observation, collaboration, and mentoring.

Staff Recruitment, Retention and Evaluation Needs

Key Questions: Based on our data, what needs exist concerning the recruitment and retention of high-quality staff? Is the LEA's mentoring program adequately supporting new staff? Is the educator supervision and evaluation model timely, relevant, reflective, and comprehensive enough to support staff growth?

Classroom teacher new hires peaked in 2024 at 17 but have since declined with only 7 new hires in 2025. Special educator hires have remained steady with only 3 in 2024 and 2 in 2025. It has been a challenge to support our new teachers with mentors due to large numbers of new teachers and limited teachers willing to take on mentees. Staff surveys show that there is room for growth in the areas of school climate, and feedback and coaching. 45% responded favorable to school climate. Feedback and coaching had a 30% favorability response rate indicating the need for more support.

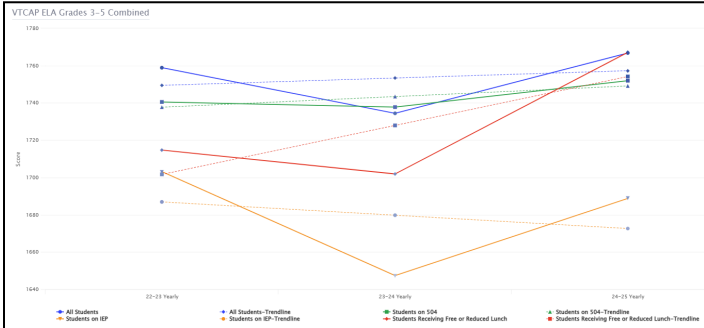
Need to revamp the mentoring program to more effectively meet needs of new teachers and refine teacher leadership structure so as to empower teachers to deepen their learning of relevant educational practices.

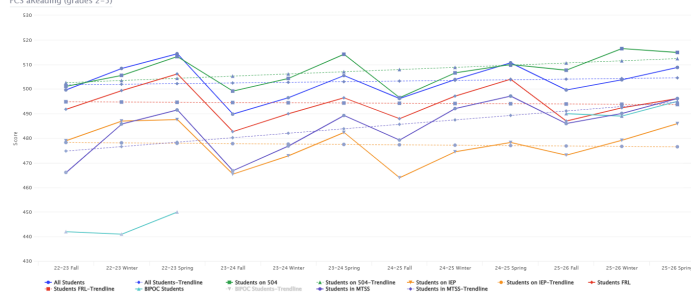
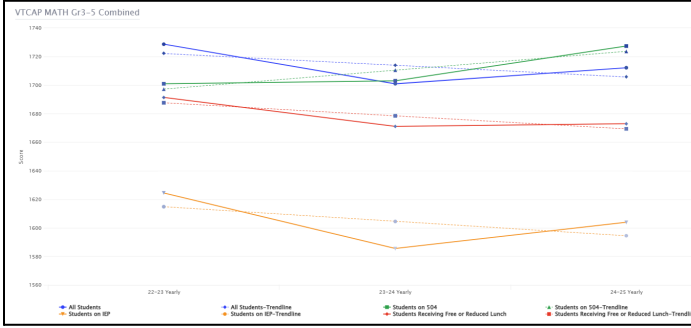
Part 3: School Specific Needs

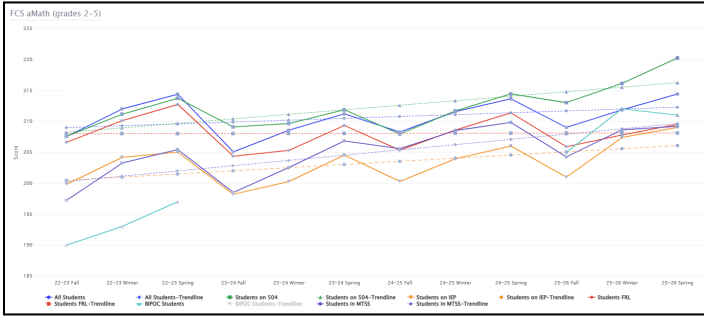
The Every Student Succeeds Act, Vermont's State Plan for Accountability, 16 V.S.A. § 165, and Vermont's Education Quality Standards require each school in the state to have a plan that addresses the school's assessed needs and describes strategies that will be implemented to meet these needs.

Instructions: To demonstrate that school level data has been reviewed to determine school needs and establish school plans, please include school specific information below. **Copy the below table for each school in the LEA and fill it out with relevant school data.** In each school's table, please indicate the measures that were used to determine their assessed needs in each relevant category (see [state report card](#)). Consider how these needs relate to supporting all students to meet state academic standards, particularly those students most at-risk. Schools may add additional rows to include other subject area data points and needs that support the school's plan and investment strategies. **This data will be used as evidence of the school specific needs assessments for school improvement plans as well as evidence of the necessity for school specific investments. Needs summarized should drive CIPs and CFP investment strategies.**

School: Ferrisburgh Central School

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • <u>historically marginalized students</u>	Summarized needs
Literacy	On VTCAP ELA grades 3-5, all students made growth from 24-25. The trend line for students on F&R lunch is on a significant increase, although IEP is down.  On Fastbridge aReading, MTSS students have made progressively good growth. IEP students is flat, all students slight increase in trend lines	• Continue closing the gap for F&R lunch students • More time for interventions to support students with learning needs

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • <u>historically marginalized students</u>	Summarized needs
	FCS all reading (grades 2-5) 	
Math	VTCAP math grades 3-5, all students are on a downward trend except for 504 students who increased.  On Fastbridge aMath, trend lines are steady with a slight increase, except for F&R lunch students, who show a slight downward trend	• Work on improving universal instruction practices • Math Bridges PD • More time for interventions to support students with learning needs

Subject	Measure/Data points - Include disaggregated data for the following student groups: ● students with disabilities ● race & ethnicity groups ● English learners ● economically disadvantaged ● <u>historically marginalized students</u>	Summarized needs
		
Science	Science VTCAP, all students' trend line is slightly up. F&R lunch students' trend line is more significantly up; IEP students showed significant growth on their trend line.	Increased vertical alignment of the science curriculum Integrate science vocabulary into literacy instruction
Chronic absenteeism	Compared to last year, our attendance rate is almost 2% higher. Males are 1.4 times more likely to be in school than females. Kindergarten has the highest attendance rate.	Continue support from Easter SEALS. For truancy
Other focus areas: SEL	On the panorama surveys, students are self-reporting feeling safer and more excited to be in school since the fall.	Continue to support students' social and emotional learning.

School: Vergennes Union Elementary School

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
Literacy	• Students on 504 Grade 2-5 aReading chart on educlimber • Students receiving special education services are still at risk of not reaching benchmarks for aReading in grade 2-5 • Students receiving free and reduced lunch are not making the same gains at the same rate as other students (Gr 2-5)	<i>Improved universal and targeted (small group) ELA instruction.</i> <i>More collaborative time for MTSS meetings and collaborative planning.</i> <i>More home-school connections are needed to support literacy at home.</i> <i>Increase vertical alignment/scope sequence.</i> <i>It was determined there is a need for the district to change the current universal screener because it was not aligning with our curriculum and student needs, and specifically, students who are on IEP's and cannot access the assessment format.</i> <i>Because of staff turnover, we continue to need new teachers trained through the Stern Center in Orton Gillingham and have interventionists supporting in the classroom so they are teaching with fidelity.</i> <i>Need for an explicit writing program K-5</i>

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
		<i>Is there a correlation between SEL needs and behavioral incidents with math success for individual students and cohorts? If so, what are the next steps/solutions for comparing data sets.</i>
Math	• Students on IEP's, Grades 2-5 for fast aMath, the gap between their scores and the next line (students on MTSS) is larger, falling well below the next line of data. • Students receiving free and reduced lunch are not making the same gains at the same rate as other students. (Gr 2-5)	<i>More resources/expertise to support the math menu and small group instruction, differentiation, and Universal Design of math lessons.</i> <i>Time for collaborative planning and MTSS meetings.</i> <i>Improve data collection tools to align program assessments with local learning targets/standards.</i> <i>It was determined that the district needs to change the current universal screener because it does not align with our curriculum and student needs. This is due to many reasons, and specifically, students who are on IEP's and cannot access the assessment format.</i> <i>Is there a correlation between SEL needs and behavioral incidents with math success for</i>

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
		<i>individual students and cohorts? What are the next steps/solutions, and how to compare data sets?</i>
Science	In 5th grade, 48.8 percent of students fell in level 2 of science through VTCAP	<i>Increased vertical alignment of the science curriculum</i> <i>Integrate science vocabulary into literacy instruction</i>
Chronic absenteeism	• 18 students have missed at least 21 days in school ○ 4 of those 18 students have missed at least 35 days in school.	<i>Increased consultation with local agencies. Consider a role like home-school liaison.</i>
Other academic subject areas:	<i>Action-Based Learning</i>	<i>Schedules that allow for staffing stations.</i>
Other focus areas:	<i>Wild Wednesday</i> <i>Family Engagement</i> <i>Community Engagement</i> <i>Second Step</i> <i>Morning Meeting and all-school meeting</i>	<i>Funding support for place-based and community-based learning experiences.</i> <i>Positions that support the extensive planning needed to coordinate trips and whole school activities.</i> <i>Partnerships with local organizations and/or consultants.</i>

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
	<i>Walk and Roll</i> <i>Four Winds</i> <i>Mentoring</i> <i>PBIS</i> <i>Transferable SkillsStudent Leadership</i> - <i>P2C2</i> - <i>PBIS student leadership</i>	

School: Vergennes Union Middle School

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
Literacy	First year of Fall/Winter/Spring writing screeners middle school-wide ELA VTCAP scores remain relatively flat with ____ proficient in 7th grade and ____ proficient in 8th. Gaps persist with HM students. For example, only ____% FRL students were proficient and only ____% of students on an IEP were proficient.	Continue to work with literacy interventionist to implement writing screener and use data across content and grade level to target instruction. Utilizing a common approach to teaching literacy across content areas to improve outcomes, we are looking into leveraging interventionist and other resources to support the implementation of consistent, high quality literacy strategies across all classrooms in the middle school.
Math	Math VTCAP scores remain low, but continue to outperform state averages with ____ proficient in 7th grade and ____ proficient in 8th. Gaps persist in math with HM students. ____% of FRL students are proficient and ____% of students on an IEP are proficient as compared with ____% proficient overall.	We are working to create effective intervention strategies that target students struggling in math through the use of the math interventionist in the math classroom and in pull-out small-group instruction. We are consistently facing incoming 6th grade students who struggle with math calculation, so we are looking to design a more effective and targeted system for

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
		addressing lagging math skills for identified students in 6th grade in particular.
Science	8th grade science VTCAP scores are lower than the state average with ____% proficient compared with a ____% state average.	Utilizing a common approach to teaching literacy across content areas to improve outcomes, we are looking into leveraging interventionist and other resources to support the implementation of consistent, high quality literacy strategies across all classrooms in the middle school.
Chronic absenteeism	Attendance rates remain relatively high with 96% attendance rate. This is a slight decrease from last year when it was 96.8%.	
College and career readiness	PLPs are in their second year of renewed implementation, including student led conferences in the Spring. We are beginning to roll out our new Portrait of a Graduate transferable skills within our curriculum. 6th grade piloted their use across content areas this spring.	We have identified the need to implement and assess transferable skills more consistently across the middle school.
Other academic subject areas:	We have been trying to expand choices for exploratory and electives to address low engagement as reported below. This year, we finally had dedicated staff for physical education and art--alleviating some of the scheduling	We still envision ways to transcend the schedule to find creative ways to teach and learn, i.e. last Friday of the month is a day for team-based outings, field trips, projects, and more. We need time for planning and

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	issues. We continue to struggle with world languages for 8th grade because it forces a choice with the schedule conflict (WL v Art)	support to create these opportunities for students.
Other focus areas:	SEL: Engagement has continued to increase over time but remains low with ____ favorable responses	Need: training in trauma-informed practice in the classroom is uneven at VUMS; connecting this to our developing restorative circle practices to address a growing need in our student population would be magical.

School: Vergennes Union High School

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
Literacy	Literacy Data • Overall Proficiency - 52% in 9th grade, and 4 point decrease from previous cohort • Gaps ○ IEP - Gap increased slightly from previous cohort ○ FRL - Gap decreased from previous cohort ○ BIPOC/Latinx - Gap greatly increased from previous cohort ○ 504 - Gap increased from previous cohort	1. Need for literacy team to do a root cause analysis of low proficiency rates a. Determine needs and changes to curriculum and skills at the universal and targeted levels 2. Significant achievement gaps for students with IEPs, FRL, and historically marginalized students 3. Need for consistent implementation of Universal Design for Learning (UDL) strategies to support all learners 4. Need for progress monitoring of literacy skills based on grades and teacher concerns every nine weeks for any at risk students through MTSS planning
Math	Math Data • Overall Proficiency - 59% in 9th grade, 11 point increase from previous cohort • Gaps ○ IEP - Gap increased from previous cohort ○ FRL - Gap stayed the same ○ BIPOC/Latinx - Gap greatly increased from previous cohort ○ 504 - Gap increased from previous cohort	1. Need for math team to do a root cause analysis of low proficiency rates a. Determine needs and changes to curriculum and skills at the universal and targeted levels 2. Need for enhanced teacher capacity in UDL implementation for mathematics instruction in all courses. 3. Significant achievement gaps for students with IEPs/504s, and historically marginalized students 4. Need for progress monitoring of math skills based on grades and teacher concerns every nine weeks for any at risk students through MTSS planning
Science	Science Data • Overall Proficiency - 45%, 10 point decrease from previous cohort ○ IEPS - Gap decreased slightly from the previous cohort ○ FRL - Gap decreased from the previous cohort. They stayed level	1. Need for science team to do a root cause analysis of low proficiency rates a. Determine needs and changes to curriculum and skills at the universal and targeted levels 2. Need for enhanced teacher capacity in UDL implementation for science instruction in all courses. 3. Need for literacy support within the science curriculum

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
	but the overall group score closed the gap. ○ BIPOC/Latinx - Gap stayed the same. Students perform better on the test than the overall proficiency. ○ 504 - Gap decreased from the previous cohort	
Chronic absenteeism	Chronic Absenteeism • Overall - 21.51% ○ IEP - 11.25 % ○ BIPOC - ■ White - decrease 12.18 to 10.94 ■ Black - increase 18.52 to 20.83 ■ American Indian - increase 25 to 40 ■ Not specific - 0 to 11.11 • Our Chronic Absenteeism has decreased from previous year	1. Need for targeted outreach for Black and American Indian students. How can we make our absenteeism process more culturally responsive? 2. Need for proactive attendance processes. How can we connect it with more regularity to our MTSS process? a. Consider the Mentoring Program b. CICOs 3. Need to investigate the impact of mental health of school attendance. a. Consider district and county wide procedures 4. Need to strengthen the crew for the start of day trusted adult contact.
College and career readiness	AP Courses • IEP • BIPOC/Latinx	1. Based on past years, there is a need for equitable access to AP and Dual Enrollment courses. 2. Need for academic and Executive Functioning skills supports for managing AP courses and Flexible Pathways. 3. Need for a stronger PLP process with enhanced Career exploration. 4. Need for personalized goal setting through our PLP process. 5. Need to expand our Flexible Pathway options.
Graduation rate	Graduation Rate • Overall ○ IEP	1. Need to revisit this in our August Retreat, as we do not have this year's data; however, we had at least 10% who were on the cusp and spent the entire semester at risk.

Subject	Measure/Data points - Include disaggregated data for the following student groups: • students with disabilities • race & ethnicity groups • English learners • economically disadvantaged • historically marginalized students	Summarized needs
	○ FRL	2. Need for earlier Credit Checks (before senior year) so that all Graduation requirements are met before the final semester unless necessary. 3. Need for academic annual goal setting for students with a focus on graduation requirements and flexible options for meeting those requirements.
Other academic subject areas:	Panaroma • Engagement ○ 24%, stayed the same from previous year • Sense of Belonging ○ 44% up from 39% from previous year Incident Referrals 1. 117 boys have referrals 2. 108 girls have referrals	1. Need to improve the school climate. We have done work with the teachers. We need to assess our school climate. 2. Need to improve student engagement through teaching the why, expanding and strengthening student clubs, and developing more leadership opportunities. 3. Focus on having students who are taking advantage of leadership activities also using those strengths in multiple places throughout the building. 4. Need to continue our learning on restorative practices with a focus on using it in the classroom as part of the day-to-day functions. 5. Need to make our advisory system more comprehensive to foster belonging through student-teacher relationships (which is a strength). 6. Need to continue and enhance our student council. 7. Need for consistent behavioral expectations and responses to reduce referrals and promote equity.

Appendix A: Sources of Data

Student Outcomes

- [State and local assessments](#)
- [State Report Card](#)
 - Graduation rate
 - Dropout rate
 - Chronic Absenteeism rate
 - College readiness measures
 - Career readiness measures
 - Harassment Hazing Bullying (HHB)
 - Exclusionary discipline practices
- Grades/Proficiency
- Student health data
- Health/Physical education data
- Nurse referrals
- Counselor referrals
- Kindergarten readiness
- Education Support Team data
- Behavior data
- [Youth Risk Behavior Survey data](#)
- English Proficiency data
- Formative measures
- Student portfolio measures

Demographic

- School enrollment
- Attendance
- Homelessness
- Migrant status
- Socio-economic status
- Student: Age/grade/gender/race/ethnicity/language/disability
- [Staff characteristics](#)
- Parent profiles

Perceptions/Engagement

- Interviews
- Focus groups
- Questionnaires
- Surveys
- Communication records
- Meeting notes
- Parent involvement rates

School/LEA Process

- [Assessment practices](#)
- Curriculum coordination
- EST functioning
- Professional development planning process

- Instructional practices/walk-through data
- [VTmtss](#) Survey
- [Technology integration/availability](#)
- Staff evaluations
- Mentoring practices
- Leadership strategies
- Data use and literacy
- Scheduling practices
- Planning practices
- Hiring practices
- [Staff retention, credentials, and vacancies](#)
- Continuous improvement practices
- Professional learning outcomes